

19 Different ingredients

They are eaten with milk

Lesson profile

Reading	Breakfast cereals
Vocabulary	Cooking
Grammar	Present simple passive
Pronunciation	Ways to pronounce ea
Speaking	Invent and describe a new snack

Warmer

Oral food and drink anagrams. Say, don't write, or let the students write down, some short food and drink words with the letters mixed up. The students must say the word. For example,

z i a p z (pizza)
m e o n l (lemon)
t r a w e (water)
f u i t r (fruit)

To make it easier, or if you introduce longer words, say the first letter first.

READING

- 1 Write a box of on the board and see if the students can guess *cereal*. It would be good to bring in a box of cereal to set the context for the discussion.

Extension activity

Write some extra discussion questions on the board:

- 1 Is it important to have a big breakfast?
 - 2 Does your family have breakfast together?
 - 3 Is it a good idea for schools to serve breakfast?
- 2 Pre-teach *develop* (to have an idea and then make something). The students predict the answers to the questions.
 - 3 The students read the top part of the text to check their answers and find the parts of the text which tells them.

Fast finishers

Fast finishers find words in the text which mean the following:

given as food (*served*)
a milk product (*yogurt*)
people who are ill (*patients*)
tell the public (*advertise*)

Answers

- 1 X (*served in nine out of ten homes*)
- 2 ✓ (*In the beginning, cereals were health foods / doctors ... made them in hospitals*)
- 3 X (*and they didn't taste good*)
- 4 ✓ (*from the 1930s, some companies began to add sugar to their cereals*)
- 5 ✓ (*they made a lot of money this way*)

VOCABULARY

- 4 Ask questions about some of the words in the box before students complete the definitions, for example *What do you eat soup with?* (a spoon) *The opposite of full is ... ?* (empty)

Answers

- 1 ready 2 water 3 spoon 4 oven 5 cook 6 top
- 7 empty

GRAMMAR Present simple passive

- 5 Write on the board:

- 1 People eat cereal everywhere.
- 2 Cereals are eaten everywhere.

Ask the students *What is the subject of 1?* (people) *What is the subject of 2?* (cereals) *In 2, why don't we say who eats cereals?* (It's not necessary because it is obvious or because we don't know exactly who eats them.) Explain that in 1 the verb is 'active' and in 2 it is 'passive'.

The students underline examples of the passive in the text and complete the rules.

Language note: only verbs which take an object have a passive form so we can't say *was-died was-come* etc.

Answers

they are served in nine out of ten homes
They are made from grains
They are usually eaten with milk
it is prepared for cooking
It is made into flour and mixed
Water is added and the mixture is boiled
It is put into special machines
The shapes are baked
they are 'puffed'
they are covered
some are filled
The cereal pieces are then dried
the cereal is packed into boxes

- 1 To make the passive, we use the verb *to be* and the *past participle* of the main verb.
- 2 When we use the passive, we *don't always have to* say who does the action.

Alternative presentation

Dictate, or write on the board, these amazing facts with the numbers missing for the students to guess. (They could look up the answers on their mobile devices.)

Every day, people around the world ...

- make phone calls. (12 billion)
- eat bananas. (1.6 billion)
- drink litres of water. (14 billion)
- buy cars. (50,000)
- cut down trees. (30 million)
- kill sharks. (250,000)

Say to students, *Who is the subject of all these sentences? (people) Is this clear?* (yes) Explain that it would be appropriate to use the passive in this case and write the corresponding passive forms on the board.

Every day around the world ...

- 12 billion phone calls are made.
- 1.6 billion bananas are eaten.
- 14 billion litres of water are drunk.
- 50,000 cars are bought.
- 30 million trees are cut down.
- 250,000 sharks are killed.

Then the students do the language analysis in Exercise 5. As a follow up, the students could find their own amazing facts on their mobile devices and write them in the passive to quiz other students.

→ Grammar reference Student's Book page 165

Corpus challenge

Write these on the board for the students to match.

- a) Tom texts i) Lucy again.
 - b) Tom is texting ii) by Tom every day.
 - c) Lucy is texted iii) Lucy all the time.
- (a/iii, b/i, c/ii)

Ask which sentence is passive (c/ii). The students then complete the corpus sentence.

Answer

C

6 Demonstrate with an example on the board:

They give you a free drink with it.
A free drink is given with it.

Mixed ability

Make sure **weaker students** know the past participles of all the verbs in the sentences. With **stronger students**, you could dictate the active sentences for them to turn into the passive.


Answers

- 1 Loud rock music is played in my favourite café.
- 2 Bread is often eaten with butter and jam.
- 3 Lunch is served at 12.30 every day at my school. / At my school lunch is served at 12.30 every day.
- 4 Our paintings are always put on the classroom wall.
- 5 A lot of sweets and chocolates are eaten in Britain.

Extension activity

The students write three more things that are done in your school, for example *Homework is given (every night). Sports are played (on Wednesdays).*

PRONUNCIATION Ways to pronounce ea

7  2.27 Write on the board *Eat bread for every meal* and get the students to say it. Ask *How many words are there with ea?* (three) *How many different pronunciations are there?* (three) Play the recording.

See if the students can put the words into the table before they listen, check and repeat.

Language note: there is no rule for which pronunciation to use, for example *clean* has /i:/ but *cleanse* has /e/. There are words with other pronunciations of *ea*, for example *great* /eɪ/ and *heart* /ɑ:/.

2.28 Answers

The answers are recorded for students to check and then repeat.

/ɪə/ ear	/e/ head	/i:/ seat
cereal	bread	beach
meal	breakfast	clean
near	healthy	eat
	ready	teacher
		wheat

Extension activity

The students make a sentence with an example of each pronunciation of *ea*, for example *Clean your ears before breakfast.*

SPEAKING AND WRITING

8 Give the sample answer as a model to the students. Encourage them to use the passive and the verbs from Exercise 4 in their descriptions.

The students listen to the descriptions and vote for the best snack to produce.

Sample answer

Breakfast Biscuits

These are perfect for teenagers who have no time for breakfast in the morning! They are easy to prepare, taste great and are full of energy.

Breakfast Biscuits are made from flour, nuts, oats and sugar. Water is added, the ingredients are mixed and they are cut into biscuits. They are baked in an oven and then covered with chocolate. The biscuits are put into boxes, taken to shops and sold to people like you.

Cooler

Write /ɪə/, /e/ and /i:/ on the board (or say them) and see if the students can remember from Exercise 7 all the words with *ea* which are pronounced like this.

I hope you like my blog

Lesson profile

Reading	<i>The Taste Test</i> : a blog (Key Reading and Writing Part 7)
Vocabulary	Food words; <i>make</i> and <i>do</i>
Listening	Key Listening Part 4
Speaking	Plan a meal for a cookery competition

Warmer

You say a sentence in the active. The students must repeat it in the passive (and vice-versa if you wish).
They sell cakes. (→ Cakes are sold.)
We need food. (→ Food is needed.)
I cook them every day. (→ They are cooked every day.)
Do we serve it here? (→ Is it served here?)
People don't want it. (→ It isn't wanted.)
You dry them in an oven. (→ They are dried in an oven.)
Do people sell them online? (→ Are they sold online?)

READING

Prepare for Key for Schools

Reading and Writing Part 7

Task description

Reading and Writing Part 7 tests students' knowledge of grammar. Students fill in ten spaces in one or two short texts. The text types are ones which students could be expected to write themselves, for example an email or message on the internet.

Exam tips

Tell students to only write one word – contractions count as two. They should also think about the time – is it past, present or future?

→ See Exam Profile 1, Student's Book page 121

- 1 Ask the students some questions: *Do you have a blog? Why (not)? What useful information can you find on a blog?* The students then read Caitlin's blog.

Answers

The blog is written by Caitlin, a teenage chef. It's about food. You can find recipes, photos, and links to other websites.

- 2 Do the first question together. *Does this sentence have an object?* (No) *So enjoy reading what?* (the blog) *The answer must be one word so we need a ...?* (pronoun) *Which one?* (it)

Mixed ability

Do the first few questions together so the students understand the approach.

Answers

- 1 it
- 2 old (her age)
- 3 When (time conjunction)
- 4 a (indefinite article with jobs)
- 5 how (part of the expression *how much*)
- 6 be (infinitive without *to* after *can*)
- 7 than (after a comparative)
- 8 to (*not have to* is a modal verb)
- 9 as (comparative *as ... as*)
- 10 to (*forget* takes a *to* infinitive)

Extension activity

Ask some questions about the blog, for example, *How long has Caitlin been interested in cooking?* (five years)

VOCABULARY

- 3 The students make a table in their notebooks. Ask *What is an apple?* (fruit) *Cheese?* ('other') The students write the names of the ingredients under the correct headings.

Check and drill the words. Give the students two minutes to add as many words as they can to the table.

Answers

- 1 salt and pepper 2 carrots 3 potatoes 4 melon
- 5 steak 6 beans 7 pears 8 garlic

Other A1/A2 vocabulary is in *italics*.

Meat	Fruit	Vegetables	Other
steak	melon	beans	salt and pepper
<i>fish</i>	pears	carrots	<i>rice</i>
<i>chicken</i>	<i>oranges</i>	garlic	<i>egg</i>
<i>beef</i>	<i>bananas</i>	potatoes	<i>bread</i>
<i>ham</i>	<i>tomatoes</i>	<i>salad</i>	<i>pasta</i>

Extension activity

The students describe one of the words for other students to guess, for example *Dracula doesn't like it.* (garlic)

- 4 The students could use monolingual dictionaries if they are illustrated. Ask students for the translation in your language. They then match the words to the pictures.

Fast finishers

Ask fast finishers what other food we can boil, fry, etc.

For example:

boil: potato

fry: egg

grill: fish

bake: cake

roast: beef

Answers

- 1 **b** (a boiled egg)
- 2 **c** (fried fish)
- 3 **a** (grilled steak)
- 4 **e** (roast chicken)
- 5 **d** (baked biscuits)

- 5 Books closed, ask the students to write down as many words as they can for things you use when you are eating and drinking.

Books open, they check if their words are included in the exercise. Show the students the example and then let them do the next two. Check understanding by saying a food or drink and getting the students to choose what you eat or drink it with, for example ice cream: *spoon* and *bowl*; roast chicken: *knife*, *fork* and *plate*.

Answers

- 1 You use a **spoon** to drink soup with, or for dessert, for example ice cream.
- 2 A **mug** is a kind of cup. It's usually big and heavy. You use a mug for coffee or hot chocolate. You use a **glass** for water or juice. A **cup** usually has a saucer (a little dish that goes under it).
- 3 A **bowl** is a small round deep dish for eating soup or cereal or for serving vegetables or salad. You usually have your main course from a **plate**. A **dish** is bigger – it is used for serving food. A dish can also mean a particular food served as a meal, as in Exercise 10.

Extension activity

The students name the food they have eaten that day using these things, for example *In the morning I had a glass of orange juice and I used a spoon with my bowl of porridge and mug of tea.*

- 6 Ask the students *When all these things in Exercise 5 are dirty, what do you do?* (wash them up) *Do you do or make the washing up?* (do) The students then categorise the words. Drill all the words with *make* or *do*.

Language note: this can be a problem for students because *make* and *do* are the same word in many languages; there is no strong rule, the usage is idiomatic, but generally *make* is about constructing or creating, for example *make a model aeroplane*, *make a plan*, while *do* is for more routine things.

Fast finishers

Ask the students to add *the cooking*, *some exercise*, *karate*, *noise*, *phone call*, and *your best* to the table (in italics in the Answers).

Answers

make	do
the bed	the cleaning
a cake	the dishes
a cup of tea	your homework
a mess	the shopping
a mistake	the washing
a noise	<i>the cooking</i>
a phone call	<i>some exercise</i>
	<i>karate</i>
	<i>your best</i>

About you

- 7 Arrange the students into pairs for the discussion. This could be done as a class survey with the students asking everyone in the class, or their group if it is a large class, and reporting the results in a poster or presentation.

LISTENING

Prepare for Key for Schools

Listening Part 4


Task description

In Listening Part 4, students listen to a conversation and write down one or two words or numbers to complete a set of notes.

Exam tips

Tell students that numbers are common answer types. Students will hear different numbers, so they shouldn't write down the first number they hear, but listen until they are sure they have the right one. A name may be an answer and it will usually be spelled out, so the students should practise this.

→ See Exam Profile 5, Student's Book page 129

- 8  2.29 Ask the students, *Which kind of cookery competition is most interesting?* and write three options on the board:

- a) to make the tastiest food
- b) to make food in the quickest time
- c) to use only one or two ingredients and make something great

The students discuss. You could add another option, for example a team competition.

Go through the questions and ask the students what kind of words they need to listen for. Play the recording twice, with time in between for them to compare answers with a partner.

Answers

- 1 2/two (second/the second) 2 8/eight 3 (the) university
- 4 WRIGHT (pronounced, but not spelled, like the adjective *right*)
- 5 money

Audioscript

The School Chef Competition happens every year, and it's a great way for school students to show what they can do in the kitchen! It's for everyone aged 12–15, and you enter the competition in a team. The idea is to think of a dish to serve in a school café.

The competition is in two parts. First you must email us a recipe idea. We need those by June 2nd. We'll look at them all by June 4th. We think about 50 teams will enter, but only eight can go through to the cooking competition. If your idea is chosen, we'll let you know by email.

We will have the cooking part of the competition at the university. They have plenty of space for us there. Oh – and one piece of exciting news – the person who is going to choose the winners this year is top chef John Wright. That's W-R-I-G-H-T. Find out about him on the internet today!

There are great prizes for all the teams that cook. These will include cookbooks, money and T-shirts. Good luck, everyone – fill in the form on our website today!

Extension activity

The students match the phrasal verbs in the recording to their meaning.

- | | |
|-----------------------|--------------------------|
| 1 think of | a enter (the next stage) |
| 2 look at | b imagine |
| 3 go through to | c complete |
| 4 find out | d consider |
| 5 fill in | e learn |
| (1 b 2 d 3 a 4 e 5 c) | |

SPEAKING

- 9 Drill the useful language so that students will be able to discuss their entry more effectively. They should make notes under each category and use the vocabulary from the unit, and the passive, where appropriate.

Language note: *Why don't we ...?* and *Let's ...* are followed by the bare infinitive; *What about ...?* is followed by the *-ing* form; *I'd prefer* is followed by the *to* infinitive.

- 10 Before the presentation, brainstorm criteria for the vote, for example: original idea, interesting ingredients, price for customers, healthiness, use of vocabulary in the unit, etc. The students could give each dish a mark from 1–5 for each category and add up the final marks to find a winner.

Extension activity

The students actually make their food and bring it into class, or make it at home and take a photo of it.

Project work

An international cookbook

The students make a cookbook with recipes of dishes from other countries.

- Arrange the students into groups. Explain that they each need to find and write about a different dish from a different country. The recipe should include the name of the dish, a picture or drawing, ingredients, cooking time and instructions. Show the sample to demonstrate.
- The students make notes at home, using the internet as a source.
- In class they write up their recipes, check one another's work and compile it into a book or electronic format.
- They present their cookbooks to other groups and discuss which looks the most unusual or tasty recipe.
- Ideally, the students would also make some of the dishes.

Sample recipe

Mamaliga (a kind of bread, from Romania)

Ingredients

- 3 ½ cups water
 - ½ spoon of salt
 - 2 spoons of butter
 - 1 cup of yellow cornmeal
- Cooking time: 45 minutes

Instructions

- 1 Boil some water.
- 2 Add some salt and butter and mix them.
- 3 Do the same with the cornmeal.
- 4 Heat it until it becomes hot.
- 5 Put it into a dish.
- 6 Mamaliga is served hot.

Cooler

Read out the words and phrases in Exercise 6 for the students to categorise under *make* or *do*.

Check, then the students should make a story of their day using as many of these phrases as they can. For example *I woke up and **made my bed**. My sister **made a mess** so we **did the cleaning**. Then ...*

Teacher's resources

Student's Book

Grammar reference and practice page 165
Vocabulary list page 145

Video

Favourite foods

Workbook

Unit 19 pages 76–79

Go online for

- Video extra worksheet
- Corpus tasks